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ABSTRACT

This bibliography was prepared by the Management for Effective Teaching (MET) Project for elementary school teachers in the Fairfax County (Virginia) Public Schools. Materials referred to in this bibliography may be found in the Fairfax County Public Schools Professional Library. Citations were drawn from four major topic areas: (1) self concept; (2) student motivation; (3) discipline in the school; and (4) basic skills instruction. Subject-specific materials, in the areas of art, early childhood education, elementary education, English as a second language, English language arts, Head Start program, mathematics, music, science, social studies, and Title I, are listed along with films on the subject of student rights. (JD)

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I.
Self-Concept:
Its Effect upon School Achievement

II.
Discipline in Schools

III.
Motivating the Student

IV.
Teaching Basic Skills

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MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

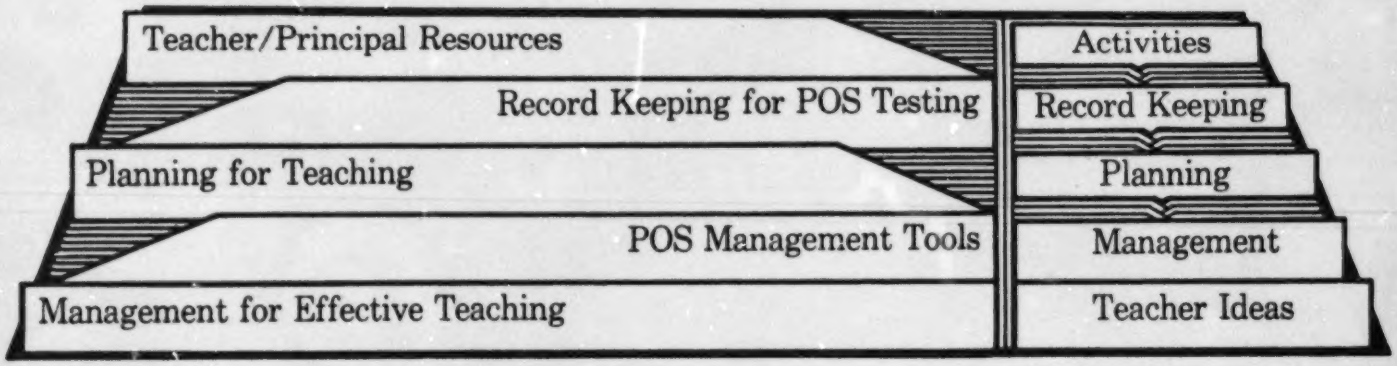
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

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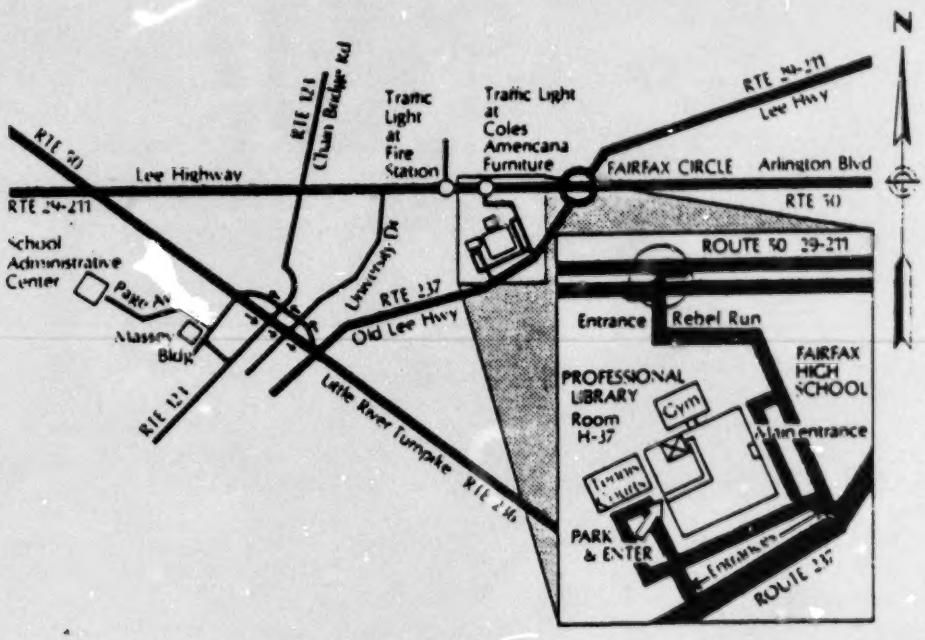
Annandale, VA 22003

INTRODUCTION

This bibliography was prepared by a committee of eight teachers and Area IV resource personnel as part of a packet designed to provide an overview of effective behaviorial management strategies.* The strategies were collected from educational research using this bibliography.

All materials in this bibliography may be found at the Fairfax County Public Schools Professional Reference Library, one of the most complete professional libraries of any school district in the nation.

A teacher interested in the books listed in this bibliography, may contact the professional library by telephone (591-4514) and order the books to be delivered through the school courier service. A map below shows the exact location of the Professional Reference Library.



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Soar, R. S., and R. M. Soar. "Setting Variables, Classroom Instruction, and Multiple Outcomes." Final report for National Institute of Education, Project No. 6-0432. Gainesville: University of Florida, c1978.

Stallings, J., M. Needels, and N. Stayrok. How to Change the Process of Teaching Basic Reading Skills in Secondary Schools. Menlo Park, CA: SRI International, c1979.

Tikunoff, W., D. Berliner, and R. Rist. "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study Known Sample." Technical Report No. 75-10-5. San Francisco: Far West Laboratory for Educational Research and Development, c1975.

ELEMENTARY CURRICULUM MATERIALS PUBLISHED BY
FAIRFAX COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
3705 CREST DRIVE
ANNANDALE, VA 22003-1799
698-7500

RESOURCES FOR ELEMENTARY TEACHERS

ART

Guide to Teaching Art in the Primary Grades (K-3), 1981.

EARLY CHILDHOOD

A Handbook For Parents of Young School Children, 1978.

Counseling for Parents or Guardians Enrolling Children in Kindergarten, 1979.

Kindergarten Assessment, 1981. (24 Assessment Cards)

Managing the Kindergarten Day, 1981.

ELEMENTARY EDUCATION

Field Trip Handbook, Grades K-12, 1982.

Handbook for Parents of Elementary School Children, 1979. (Reprint, 1982)

P.O.S. Helps, 1978.

Superintendent's Academic Awards Resource Packet, 1982.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language: Guide for Elementary Teachers, 1981.

Handbook for Parents of ESL Students, 1981.

ENGLISH LANGUAGE ARTS

Guide For Teaching Writing in the Fairfax County Public Schools, Elementary K-6, Part I, 1979.

Superintendent's Academic Awards Language Arts Team Competition Material, 3 Meets, 1982.

HEAD START

Head Start Parent Handbook, 1981.

Head Start Program Resource Guide, 1977.

Head Start Teacher Handbook, 1981.

MATHEMATICS

Math Skills Inventory, 1980.

On the Road to Understanding Mathematics, A Kindergarten Companion Resource Book to "Mathematics Their Way," Addison Wesley, 1981.

MUSIC

The Critic's Review for Level I of the Little Music House, 1980.

The Little Music House (Series) Level I, 1979; Level 2, 1980; Level 3, 1981.

SCIENCE

Elementary Science Reading Resources: Primary Level, 1978, (30 Activity Cards); Middle Level, 1978, (30 Activity Cards); Upper Level, 1980, (28 Activity Cards).

Learning Through Nature, Teacher's Guide with a Set of Illustrated Nature Calendars, 1980.

SOCIAL STUDIES

Constitution, 1982 (Fifth Grade Social Studies Unit).

Exploration, 1981 (Fifth Grade Social Studies Pilot Unit, Revised 1982).

Land and People of Virginia (textbook, teacher's guide, and media kit), 1979.

Middle Ages Renaissance, 1982.

Westward Movement, 1981. (Fifth Grade Social Studies Pilot Unit, Revised 1982)

TITLE I

Language Arts Skills Inventory Administration Manual, 1981.

Learning Through Fun, Handbook for Parents, 1976.

Title I LASI Worksheet, 1980.

Title I Step Up Math: Math Skills Inventory and Manual of Directions, 1979.

Writing Evaluation Manual, Grades 4-10, 1981.

NOTE: Ask your principal or contact the subject specialist at the Department of Instructional Services for information about curriculum materials.

STUDENTS RIGHTS AND RESPONSIBILITIES
BIBLIOGRAPHY OF FILMS

The following films, available from the James Lee Media Services Film Library, may be used to supplement teaching activities on rights and responsibilities and their values relationship.

Why We Have Laws - Shiver, Gobble and Snore, #03186, Color, 10 Min., Primary - Upper Elementary

An animated story introducing the basic concept of laws. Concludes that no one can live peacefully without rules, and that if people help make their own laws they will usually make fair ones.

The Great Rights, #02879, Color, 14 Min., Upper Elementary

Follows Millie and her father as they tour Washington, D.C. Uses animation to show what would happen if the Bill of Rights disappeared from American life. Designed to show that rights must be believed in, valued and used, to fulfill the promise of the constitution.

The Game, #3707, Color, 6 Min., Primary

Shows how games (baseball) are played by rules. Ask the question: "Should there be rules, and if so, should the same rules apply to everybody?"

"I Think", #3716, Color, 19 Min., Upper Elementary

Suggests that though a youngster lives under many pressures, including the attitudes and expectations of others, possibly a person's most significant act may well be on the day he/she listens to an inner voice that asserts: "This is what I think."

Late for Dinner: Was Dawn Right?, #3726, Color, 8 Min., Upper Elementary

Depicts a values dilemma in which Dawn is late for dinner because she tried to return some lost money. Film is open ended, thus offering students an opportunity to discuss a predicament they may have found themselves in at one time.

The Lemonade Stand: What's Fair?, #3728, Color, 14 Min., Upper Elementary

Relates story of three boys who set up a lemonade stand and become involved in situations which raise questions concerning commitment, responsibility and obligation to others. Covers basic economic principals such as the investment of time and money to set up the business.

What's Your Authority?, #3787, Color, 11 Min., Upper Elementary

Examines the nature of authority through two open-ended case studies. Demonstrates the various authorities a child encounters in home, school, and society. Values oriented--for middle grades.

(Continued on Back)

Where's Your Loyalty?, #3788, Color, 11 Min., Upper Elementary

Involves dilemmas of loyalty to peers or adults and institutions. Two open-ended case studies deal with value situations which confront people. For middle grades.

Who Needs Rules?, #3789, Color, 11 Min., Upper Elementary

Presents two open-ended dilemmas involving obeying rules, which offer ample opportunity for classroom discussion. Values oriented--for middle grades.

Paper Drive, #03255, Color, 15 Min., Upper Elementary

An unfinished story designed to give children practice in decision making. Presents the experiences of a sixth grade class striving to win the prize in a school paper drive. Although they win, their teacher discovers their methods have involved cheating.

Trick or Treat, #03254, Color, 16 Min., Upper Elementary

An open-ended film about two boys who persuade two younger boys to pull a prank which results in a serious accident.

The Clubhouse Boat, #03256, Color, 19 Min., Upper Elementary

An unfinished story designed to give children practice in decision making. Presents the experiences of four boys in their efforts to raise money to buy an old boat for a clubhouse. Raises questions of honesty and loyalty to friends.